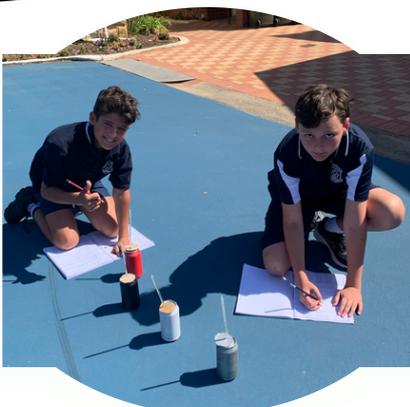


YOUR CHILD; OUR FOCUS

Numeracy Plan 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School
Knowledge and Progress

Targets

As effective teachers, we aspire to deliver an innovative and creative curriculum in a nurturing environment where every student can unlock their learning potential. Students are inspired to become self-motivated and confident learners, that value numeracy.

At Donnybrook District High School, we believe that every student, with our support, can achieve high performance in all areas of the curriculum.

Fundamental to this success is ensuring that every child has well established numeracy skills early in life, and a continued focus on improving all aspects of numeracy. This is supported through 'Your Child: Our Focus', 'Our Agreed Approach' and 'Numeracy Operational Plan'.

To support the high performance and improve numeracy outcomes for our students, parents and carers are regularly informed of student progress and achievement. All stakeholders are involved in preparing students to become their own teachers and successful, motivated life-long learners, fostered by self-agency and student voice.



- NAPLAN data shows that the progress of our stable cohort in Year 3, 5, 7 and 9 is equal to or above like schools cohort.
- NAPLAN data shows that all years will achieve at expected standard (within in one standard deviation of the predicted mean) or above expected standard (more than one standard deviation above the predicted school mean).
- NAPLAN data indicates that the percentage of students who achieve in the bottom 20% in NAPLAN Numeracy is decreasing.
- NAPLAN data shows that the percentage of students who achieve in the bottom 20% is equal to or below like schools.
- NAPLAN data shows that the percentage of students in the top 20% in NAPLAN Numeracy will be equal to or above like schools.
- OLN data shows that the percentage of students pre-qualifying for OLN in Year 9 is increasing.
- PAT-M data shows an 95% of students improve by 1 stanine between Semester 1 and 2.
- Bond Block placement test data shows that the number of students identified in Chapter 1-4 decreases.
- Bond Blocks data shows that all students who engage in the intervention program will improve their placement test score, each time they are tested.
- Bond Block data shows that all students who are engaged in the intervention program will demonstrate progress of between 1-2 chapters.

FOCUS AREAS 2023-2027

**CONSISTENCY
OF
APPROACH**

**CURRICULUM
AND
KNOWLEDGE**

**PLANNING
AND
ASSESSMENT**

**SCAFFOLDING
AND
RESOURCING**

Consistency of Approach

What You Will See

- Explicit teaching model evident in all Primary and Secondary numeracy classrooms;
 - W.A.L.T and W.I.L.F/ learning intention and success criteria visible to promote a culture of high expectations for the achievement of all students
 - Use warm-ups to consolidate and revise previously taught concepts
 - Gradual release of responsibility used to scaffold student learning: “I Do, We Do, You Do”
 - Review completed at the end of lessons to reflect on W.A.L.T and W.I.L.F/ learning intention and success criteria
- All learning opportunities are differentiated based on student academic progress and social and emotional needs.
- Utilise RIC publications teacher resource to guide planning and support student learning.
- Use of Mathletics online platform to consolidate and support teaching programs.
- Common language visible and evident in all classrooms.
- Explicit feedback is used to improve student outcomes..
- Plan, teach, assess cycle is evident in all classrooms with programs consistent with our whole school approaches.



Supporting Documents

- Numeracy block outline
- Our Agreed Approach
- Example of weekly numeracy programs including use of RIC resource and Mathletics
- Warm up scope and sequence
- Vocabulary scope and sequence

Curriculum and Knowledge

What you will see

- Apply consistent vocabulary and explicitly teach definitions using the RIC publications teacher resource.
- Use concrete manipulatives to connect and consolidate learning concepts.
- Bond Blocks intervention program used to support at risk students.
- Develop and begin to implement whole school problem-solving strategies across all learning areas.
- Questioning is used to encourage the application of critical thinking and reasoning skills in classrooms.
- Integrate literacy and numeracy approach across all learning areas to develop and apply problem solving skills.
- Mental Maths activity utilised during each numeracy block/numeracy class.
- Continue to develop 'Mad Maths Week' with classroom and whole school activities.



Supporting Documents

- List of resources in classroom Mathematics sets
- List of resources available in Mathematics storeroom

Planning and Assessing

What you will see

- Handover documents are completed, including numeracy data, and used to inform classroom planning.
- Utilise student feedback to drive future planning.
- Utilise School Curriculum and Standards Authority documents to develop classroom programs.
- Set challenging learning goals and celebrate student diversity, utilising this to support student agency and voice.
- Moderate within PLCs and externally, to form fair, valid and reliable judgments.
- Provide students with engaging and relevant learning information.
- Provide students with multiple methods of learning and a variety of ways to demonstrate their understanding.
- Use whole school common assessments to inform planning.
- Use assessments for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment).



Supporting Documents

- Teaching schedule
- Reporting schedule
- Assessment schedule
- Ways of assessing
- Scope and sequence

Scaffolding and Resourcing

What you will see

- Ensure a range of resources are utilised to respond to the needs of culturally and linguistically diverse learners.
- Learning environments include print-rich displays and reflect student agency.
- Targeted peer observations with feedback to support staff development, and student progress and achievement.
- Resources are available, with upskilling if required, to implement whole school programs effectively.
- Targeted peer observations to support teacher Access to professional learning to support the development and progress of the strategies outlined in 'Your Child: Our Focus'.
- Build the capacity of staff through sharing of professional knowledge at PLCs.
- Numeracy committee, including representatives from all PLCs, develop yearly outlines to target priority areas.



Supporting Documents

- List of resources available to implement whole school programs
- List of PL completed and staff to get support from.